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ABSTRACT

This report is the third in a series of research reports on a 4-year study of private and public school-choice programs in San Antonio, Texas. Two choice programs are the focus of the study. The first program is the Children's Educational Opportunity Foundation, which provides partial scholarships to low-income children for use in private and out-of-district public schools. The second is a district-wide multilingual thematic public school-choice program offered by the San Antonio Independent School District. A student survey was administered to 3,440 students at 9 schools (grades 6-8) in 1993, 1,871 of whom returned usable questionnaires for a response rate of 54 percent. Response rates of the nine schools varied from 50 percent to 84 percent. The survey asked questions about school characteristics; the character of the instructional program; school climate; parent involvement; and values emphasized in the instructional program. After briefly describing the choice programs and the method of data collection, the report examines the students' responses. It compares the information obtained from students in public attendance-zone schools, public choice schools, and private schools in order to understand both the impact of the ability to choose and the impact of school type on students' education. Sample surveys are appended. (JMD)

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University of North Texas

COMPARING PUBLIC AND PRIVATE SCHOOLS
Student Survey Results

San Antonio School Choice Project
October 1997

Frank Kemerer, Valerie Martinez, Kenneth Godwin,
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Center for the Study of Education Reform
College of Education

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[1] The authors wish to express their appreciation to Jennifer Kemerer, a Stanford Unversity undergraduate who served as a research assistant to the Center during the summer of 1997, for assembling the tables for this report and drafting portions of the report itself.

EXECUTIVE SUMMARY

This report is the third in a series of research reports on a four-year study of private and public school choice programs in San Antonio, Texas. The first report examined the characteristics of choosing and nonchoosing families, the factors influencing their schooling decisions, and their levels of satisfaction with their schools.[1] The second report discussed the characteristics of private and public schools as perceived by the teachers within them.[2]

Two choice programs are the focus of the study. The first is the privately funded Children's Educational Opportunity (CEO) Foundation program providing partial scholarships to low-income children for use in private and out-of-district public schools (none of the latter participated in the program because of lack of space). The second is a district-wide multilingual thematic public school choice program offered by the San Antonio Independent School District (SAISD). In addition, inclusion of SAISD allows study of a comparative group of nonchoice attendance-zone schools.

The student survey was administered to 3440 students at nine schools in 1993. Usable questionnaires were received from 1871 students for a response rate of 54%. Response rates from the nine schools varied from 50% to 84%. The schools included the two SAISD multilingual middle schools, two comparable SAISD attendance-zone middle schools, three Catholic schools, one Baptist school, and one denominational Christian school. The surveys were administered to all students in grades 6-8 at these schools who returned permit permission slips. Incentives in the form of candy bars were used to encourage return of parent permission slips and were given to students

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[1] Entitled *Who Chooses and Why*, the report was issued in June 1993 and is available from the ERIC Document Reproduction Service (EA 025 031).

[2] Entitled *Comparing Public and Private Schools: Teacher Survey Results*, the report was issued in the summer of 1996 and is available from the ERIC Document Reproduction Service (EA 028 054).

who did so regardless of whether parents allowed them to participate or not. Of the 1871 student respondents, 952 were from the multilingual schools, 586 from the attendance-zone public middle schools, 237 from the Catholic private schools, and 96 from the non-Catholic private schools. Survey details are included in Appendix A. The survey instrument asked questions about school characteristics, the character of the instructional program, school climate, parent involvement, and values emphasized in the instructional program. Students were asked to identify their gender, grade level, ethnicity, and whether or not they participated in the multilingual program (the SAISD multilingual middle schools[3]) or in the CEO scholarship program (private schools). The surveys were administered by the research team during site visits to the nine schools. Study findings included the following:

1. While the vast majority of students at all three types of schools believe they are receiving a good education, students at private and multilingual schools are more likely than students at attendance-zone schools to agree strongly.

2. Half the students at the three types of schools say that their classes are easy.

3. Two-thirds of private school students say that their teachers assign a lot of homework, compared with half of the students at the SAISD multilingual schools, and one-third of the students at the attendance-zone schools.

4. Students at Catholic private schools are much more likely to say their teachers assign a lot of homework (70%) than students at non-Catholic private schools (49%).

5. Students at all three types of schools generally agree that their teachers are supportive and that students are encouraged to express their views in class.

6. Half of the students in three types of schools say they discuss controversial issues in class. SAISD public attendance-zone school students rarely feel comfortable disagreeing with the opinions of their peers.

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[3] Half the student population at the two SAISD multilingual choice schools is composed of students assigned from the neighborhood. The other half comprises students selected on a competitive basis from throughout the district to participate in the multilingual program. Thus the multilingual schools are attendance-zone schools for half their enrollment.

7. The majority of the students surveyed are satisfied with their school climate. Private school students consistently claim a higher level of satisfaction than the other students.

8. For nearly all the school climate questions, the responses of African American students at both SAISD multilingual and attendance-zone middle schools ranged between ten and twelve percentage points lower than Latino student responses.

9. Fighting is a more significant problem at the four public schools than at the five private schools. Over half the students at the SAISD attendance-zone middle schools, one-third of those at the multilingual schools, and one-quarter of private school students agree that fighting is a problem. Attendance-zone students are least likely to feel that their school rules are fair. As noted in the parent survey (see the Baseline Data Report), discipline is a strong factor in motivating parents to seek an alternative to the attendance-zone public school.

10. While over 90 percent of students at all three types of schools say their parents expect them to get good grades in school, students at private schools are more likely to say that their parents have met and talked with their teachers. Students at the Catholic schools are more likely than students at non-Catholic private schools to report their parents have met their teachers (95% versus 83%).

11. One of the most interesting patterns of responses arising from the survey concerns the teaching of values at the nine schools. The emphasis each of the ten value items receives at the three types of schools is remarkably similar -- except for religion. Nearly 80% of private school students say that religion is addressed often in their classes. By contrast, public school students list it as the least addressed. The apparent pervasive influence of religion in the instructional program at private schools supports contentions that publicly funded voucher programs funneling money to private sectarian schools inevitable will have the effect of supporting religion.

12. Other than religion, the private school students list importance of learning as the second most often addressed at their schools, while public school students listed as the most often addressed.

13. While citizenship responsibilities receives about the same instructional emphasis at all schools (40%), the percentage of students saying learning to live in a democracy is addressed often is higher at the private schools (31%) than at either the multilingual or attendance-zone public schools (19% and 24%, respectively). These findings suggest that concern expressed by critics of publicly funded voucher systems that private schools will not teach the democratic values necessary for effective citizenship may be misplaced.

14. Catholic school students showed much higher levels of emphasis for most of the value items than their non-Catholic private school counterparts.

COMPARING PUBLIC AND PRIVATE SCHOOLS
Student Survey Results

San Antonio School Choice Project
October 1997

Frank Kemerer, Valerie Martinez, Kenneth Godwin,
Carrie Ausbrooks[1]

INTRODUCTION

This report presents the results of surveys administered in 1993 to students in private schools participating in a privately funded scholarship program for low-income families in San Antonio, Texas and to students opting to participate in a public school choice program in the San Antonio Independent School District. Students assigned by the San Antonio school district to attend non-choice public schools in their neighborhood also were surveyed (there are identified as "attendance-zone schools" in this report). The purpose of the surveys was to obtain baseline comparative information about curriculum, pedagogy, climate, organizational order, extent of parental involvement, and frequency of class discussions regarding values.

The research is part of a broad-based four-year school choice evaluation project that examines the differences between choosing and non-choosing families, the educational impacts of school choice on low-income students, the satisfaction of parents, and the effect of pricing on a family's ability to choose. The location of the study is San Antonio, Texas. San Antonio is an ideal site for investigating the consequences of school choice, especially for low-income, minority families. More than 70 percent of San Antonio urban school children are Latino and approximately 85 percent are from minority ethnic groups (*Pride and Poverty: A Report on San Antonio*, Partnership for Hope, 1991). Approximately 80 percent of the district's students receive free or reduced-price meals. Most of the district lies within the incorporated city limits of San Antonio.

In 1991, an estimated 18 percent of low-income families residing in the San Antonio

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[1] The authors wish to express their appreciation to Jennifer Kemerer, a Stanford Unversity undergraduate who served as a research assistant to the Center during the summer of 1997, for assembling the tables for this report and drafting portions of the report itself.

Independent School District (SAISD) chose to send their children to private schools, while an additional 2 percent participated in the district's multilingual choice program. In the Fall 1992, the Children's Educational Opportunity (CEO) Foundation increased the availability of private-school choice for low-income families by providing partial scholarships to more than 900 children in San Antonio and throughout Bexar County. With the full cooperation of SAISD and the CEO Foundation, we began a comprehensive three-year evaluation of school choice in San Antonio in August 1992. The research was supported by a grant from the U.S. Department of Education supplemented by funding from the following private sources: USAA Foundation, Ewing Halsell Foundation, Covenant Foundation, Walton Family Foundation, and the Spencer Foundation of Chicago. Supplemental funding and partial release time for the researchers were also provided by the University of North Texas.

The Choice Programs

The Children's Educational Opportunity (CEO) scholarship program, initiated by the Texas Public Policy Foundation in 1992, offers tuition scholarships to low-income families in San Antonio so that they may enroll their children in private or public schools of their choice in Grades 1-8.[2] Only students who qualify for free or reduced lunches under federal financial guidelines are eligible. The scholarships cover half of a school's tuition, with a maximum of $750. While low by private school standards in many parts of the country, the CEO scholarship has real value in San Antonio where the average elementary school tuition is less than $1,100. The average CEO scholarship is $575.

Contributions from corporations in the San Antonio area underwrite the CEO program. The CEO program is similar to the Educational Choice Charitable Trust scholarship program initiated in Indianapolis by the Golden Rule Insurance Company. The primary difference is that the students served in San Antonio are predominantly Latino, whereas the students in the Indianapolis program are primarily Anglos and African-Americans.

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[2] No scholarship student was admitted to a public school in the fall of 1992 when the program was implemented. Several students applied as out-of-district students to attend public schools, but the schools already had wait lists.

In the 1992-93 school year, the CEO Foundation provided 936 students with scholarships. Recipients were selected on a first-come, first-chosen basis. Approximately half of the scholarships went to families whose children had previously attended public school. By design, the other half of the scholarships were granted to eligible families whose children were already enrolled in private schools. Of the total enrollees, approximately 60 percent enrolled in Catholic schools, 20 percent in nondenominational schools, 10 percent in Baptist schools, 1 percent in non-religious schools, and the remainder in religious schools of various denominations. The scholarship program was and remains heavily oversubscribed.

The San Antonio Independent School District (SAISD) initiated its multilingual public school choice program in the early 1980s to enhance the district's foreign language offerings. The multilingual program is a continuous seven-year program of foreign language instruction beginning in the sixth grade. Students first make application in the fifth grade. They are admitted on the basis of superior academic performance as evidenced by test scores, grades, and teacher recommendations. The multilingual program includes instruction in the same essential elements required in all Texas public school districts as well as language enrichment through honor classes, accelerated pacing, and individualized instruction. It is housed in two middle schools and one high school. Half the student population at the middle schools includes regularly assigned students from the neighborhood. Thus students enrolled in the multilingual program take many of their classes with regular students. For the 1992-93 school year, SAISD admitted 675 students to the multilingual program. Another 307 students applied for the program, but were not admitted due to enrollment limitations.

Data Collection

The data were derived from a survey instrument that was administered to 3440 students at nine schools in 1993. The schools included five private schools (three Catholic, one Baptist and one denominational Christian) and four comparable public schools in the San Antonio Independent School District (the two multilingual middle schools and two attendance-zone middle schools). The surveys were administered to all students in grades 6-8 at these schools who returned parent permission slips. Incentives in the form of candy bars were used to encourage

return of permission slips and were given to students who did so regardless of whether or not parents allowed them to participate in the study. Of the 1871 student respondents, 952 were from the multilingual schools, 586 from the attendance-zone public middle schools, 237 from the Catholic private schools, and 96 from the non-Catholic private schools. Survey details are included in Appendix A. The survey instrument asked students to respond to questions about school characteristics, the character of the instructional program, school climate, values emphasized in the instructional program, and parent involvement. Students were asked to identify their gender, grade level, and ethnicity. Students attending the two SAISD multilingual middle schools were asked whether or not they participated in the multilingual program[3], and students enrolled in private schools were asked whether or not they participated in the CEO scholarship program. The surveys were administered by the research team during site visits to the nine schools.

SURVEY RESULTS

This report examines the students' responses in a number of ways. It compares the information obtained from students in public attendance-zone schools, public choice schools, and private schools in order to understand both the impact of the ability to choose and the impact of school type on students' education. Responses to each question on the survey are reported by type of school. The students' responses may differ by grade, ethnicity, and gender. Only those responses which differ significantly are included.[4] The responses also are examined for students

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[3] Half the student population at the two SAISD multilingual choice schools is composed of students assigned from the neighborhood. The other half comprises students selected on a competitive basis from throughout the district to participate in the multilingual program. Thus the multilingual schools are attendance-zone schools for half their enrollment. In addition to comparing the two SAISD multilingual middle schools with their two attendance-zone counterparts as a whole, we also were able to compare the responses of the students in the multilingual schools who participate in the multilingual program with those who do not.

[4] No comparisons by ethnicity are possible for private schools because the numbers of non-Latino respondents are too low. A comparison of students receiving CEO scholarships with those who do not is not included because the students were unsure whether they received a CEO scholarship. School officials did not make this information available to the students in the interest

attending Catholic private schools and those attending other types of private schools, as well as for students participating in the multilingual program and for non-participating students assigned from the neighborhood to attend these schools. Again, only the responses which differ significantly are included.

CURRICULUM AND PEDAGOGY

Good Education (Table 1)

The vast majority of the students believe they are receiving a good education (item 1). Students in private and multilingual schools are more likely to strongly agree that their schools educate them well than their peers at attendance-zone public schools. Of the students attending the two SAISD schools offering the multilingual program, 95 percent of the multilingual participants feel satisfied with their overall education, compared to 83 percent of non-participants from the neighborhood.[5]

Almost 90 percent of all students agree that their teachers have high expectations for them (item 2). Public attendance-zone school students differed slightly by grade level. More sixth graders, 93 percent, agree that their teachers encourage them to do their best. Eighty-nine percent of seventh graders and 83 percent of eighth graders feel similarly.

Roughly half of the students in each of the three types of schools answered that their classes are easy (item 3). Private school students in different grades did not indicate as much agreement as other students. Fifty-six percent of sixth graders find their classes to be easy. Half the eighth graders and 41 percent of seventh graders responded the same.

There is a considerable disparity among all students concerning the amount of homework teachers assign. Almost two-thirds of private school students answered that their teachers assign

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of privacy.

[5] The tables attached to this report show percentage responses for respondents at the three types of schools -- private, public attendance-zone, and multilingual. Other data reported in the narrative are not shown in the tables.

a great amount of homework (item 4). Not quite half of multilingual students feel they are required to do so much, and one-third of public school students answered the same. The students in the multilingual program (55%) agree more often than non-participating students from the neighborhood at these schools (41%). Latino students in multilingual schools (49%) are slightly more likely to agree than their African American peers (39%).[6] Multilingual school students also disagree by grade level. Just over half of seventh (53%) and eighth graders (51%) say they receive large homework assignments, compared to 43 percent of sixth graders. In the private schools, 70 percent of students in Catholic private schools and only 49 percent of students in other private schools agree that they are required to do a lot of homework. Female students at private schools (69%) are more likely to agree than male students (59%). In the public attendance-zone schools, slightly over one-third of sixth and seventh graders and only one-fourth of eighth graders responded that they are required to do a lot of homework.

Approximately 80 percent of private, public, and multilingual school students indicate that their teachers help them correct their mistakes (item 5). Similarly, 81 percent of Latino students in multilingual schools agree, compared to 70 percent of African American students in multilingual schools. In private schools, 92 percent of sixth graders and 86 percent of eighth graders indicate that their teachers help them correct their mistakes. About three-fourths of seventh graders (74%) agree.

We also asked students if students in their school usually complete their homework (item 6). More private school students responded that students in their schools usually do their homework (63%). Fifty-six percent of multilingual school students and 42 percent of public attendance-zone school students agree. For each type of school, the percentages differ by grade level. Forty-eight percent of seventh graders in multilingual schools and 56 percent of eighth graders believe students complete their homework. Sixty-two percent of sixth graders answered the same. The sixth (42%) and seventh (48%) graders in public schools are more likely to agree than eighth graders (36%). In private schools, about two-thirds of sixth (67%) and eighth (68%)

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[6] The only valid comparisons given the response rates for ethnic groups in multilingual schools are between Latino and African American students, given the few Anglo students at these schools.

graders and 55 percent of seventh graders answered that students usually complete their homework.

In summary, a majority of the students find that their schools provide them with a good education. Private school students consistently indicate more challenges in school and higher expectations than public or multilingual school students. Multilingual school students indicate more challenges than public attendance-zone students. Students disagree most on questions concerning the amount of homework they are assigned and how often their peers complete their homework.

Pedagogy Involving Controversial Issues (Table 2)

The survey asked students to indicate whether their teachers encourage them to express their views in class. Almost three-fourths of the students in each of the three types of schools agree that they are encouraged to discuss their opinions (item 1). Though answers from the three types of schools are similar, the different respondent groups within the schools differed. Almost three-fourths of female students (74%) in multilingual schools agree compared with 64 percent of male students. In public schools, 71 percent of Latino students and 60 percent of African American students feel inspired to share their views in class.[7] Sixth (70%) and seventh (71%) graders in public attendance-zone schools are more likely to feel encouraged than eighth graders (55%). Students attending Catholic private schools (77%) feel more strongly that their teachers prompt them to share with their classes than do students attending other types of private schools (63%).

Students' responses concerning how comfortable they feel disagreeing with their peers' opinions differ slightly (item 2). Three-fourths of private school students feel comfortable disagreeing with other students during class discussions. Seventy-three percent of multilingual school students and 66 percent of public school students feel the same. Within the schools offering the multilingual program, significantly more program participants (79%) feel comfortable

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[7] The only valid comparisons given the response rates for ethnic groups in public attendance-zone schools are between Latino and African American students, given the few Anglo students at these schools.

disagreeing than non-participants (65%).

Interestingly, about half of students from each of the three types of schools agree that they often argue about ideas in class (item 3). Students of different grade levels in the multilingual schools gave slightly disparate responses. Over half of both seventh (56%) and eighth (55%) graders agree or strongly agree that they argue about ideas in class, while 42 percent of sixth graders agree. Sixth graders in private schools (42%) are also least likely to answer that they argue about ideas. Half of seventh graders (49%) and just over half of eighth graders (57%) in private schools indicate that their classes argue about ideas.

In summary, at least half of the students usually feel they discuss controversial issues in class. It is evident that most classes do not often argue about ideas. Public attendance-zone school students rarely feel comfortable disagreeing with the opinions of their peers. Within the schools, there is some disagreement. Students of different grades disagree most often. Students attending Catholic private schools, those in the multilingual program, and female students usually indicate higher levels of satisfaction than other categories of respondents.

CLIMATE AND ORDER

Climate (Table 3)

Students were asked whether they like their peers, and large majorities of all the students answered affirmatively (item 1). Eighty-five percent private school students like most of the students in their schools. Over three-fourths of multilingual school students and just over two-thirds of public attendance-zone school students agree. The responses of students in multilingual schools differ slightly. Program participants (83%) are more likely to like their classmates than are non-participants (72%). Three-fourths of Latino students in public attendance-zone schools like most of their peers. Sixty percent of African American students agree. Public school students have differing levels of agreement when compared by grade level. Seventy-five percent of seventh graders and two-thirds of sixth graders like most of the students in their schools. Sixty percent of eighth graders answered the same. The three grades in private schools did not follow the same pattern as public schools. Ninety-four percent of eighth graders like their peers, and

over eighty percent of both sixth and seventh graders agree.

Very few students at any school feel their teachers do not care about them (item 2). Private school students are most likely to feel their teachers do care about them, and public attendance-zone students are the least likely. One-fifth of all public attendance-zone students agree with the statement that their teachers do not care about them. Seventy-three percent disagree, while 86 percent of private school students disagree. Just over three-fourths of multilingual school students disagree with the statement that their teachers do not care. In multilingual schools, more Latino students (79%) than African American students (62%) feel their teachers care about them. The same pattern is evident in public attendance-zone schools. More sixth (77%) and seventh (76%) graders in public schools disagree with the survey item than eighth graders (67%).

The differences between responses concerning how much the students like their teachers are small (item 3). Eighty-two percent of private school students like their teachers, and slightly fewer public and multilingual school students agree. Within the schools, the responses also vary slightly. In multilingual schools, about three-fourths of Latino students (74%) and just under two-thirds of African American students (63%) like their teachers. The percentages are almost the same when responses are compared by the students' gender. Female students (76%) are more likely to feel positively about their teachers than male students (65%). Seventy-seven percent of sixth and eighth graders in multilingual schools answered that they like their teachers, while 65 percent of seventh graders feel the same. The numbers are almost identical when program participants are compared with non-participants in the same schools. More multilingual program students (77%) like their teachers than students not in the program (66%). In the public attendance-zone schools, Latino students (78%) were more enthusiastic about their teachers than African American students (61%). Overall percentages in private schools are higher than those already mentioned. Almost 90 percent of sixth (87%) and eighth (85%) graders and three-fourths of seventh graders (74%) like their teachers.

Just over 60 percent of the students in all three types of school find their work interesting (item 4). The largest disparity is between the answers of private school students of different grades. Over half of seventh (54%) and eighth (59%) graders are interested in their work,

compared to 77 percent of sixth graders. Multilingual school students barely differed in their opinions of their work. Slightly more Latino students (64%) agree with the survey item than African American students (53%). Sixty-nine percent of sixth graders and 63 percent of eighth graders in multilingual schools agree that their work is interesting compared with 54 percent of seventh graders. In public attendance-zone schools, a higher level of interest lies with sixth (71%) and seventh (69%) graders than with eighth graders (55%). As in multilingual schools, Latino students (70%) are more likely to be interested in their work than African American students (59%).

There is greater difference between the responses of multilingual school students of different ethnicities on teacher helpfulness than between the responses of students of different school types (item 5). Over four-fifths of all students believe their teachers are willing to help them when they have problems. In multilingual schools, 83 percent of Latino students and 68 percent of African American students feel the same.[8] Sixth (94%) and eighth (92%) graders in private schools gave slightly more answers indicating agreement than seventh graders (84%).

Students overall reactions to their teachers vary slightly (item 6). Between 60 and 70 percent of students in all three types of schools feel their teachers have positively affected their lives. Almost the same percentages of Latino (20%) and African American (17%) multilingual school students strongly agree that their teachers affect them positively, but significantly more Latino (48%) students checked the column indicating agreement, though not strong agreement, with the survey statement than African American students (37%). Seventy-one percent of students participating in the multilingual program and 59 percent of students not participating feel their teachers make a difference in their lives. About two-thirds of Latino students (68%) in public schools support the statement, while half of African American students do. Sixth (65%) and seventh (61%) graders in public schools are slightly more likely to agree than eighth graders (54%). The largest disparity is between the grades in the private schools. Over three-fourths of

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[8] This variation in response pattern between Latino and African American students at multilingual schools is evident in other questions. It is important to note that most of the African American students attend one of the two multilingual schools. At this school, they constitute 52 percent of the student body, compared with 1 percent at the other school. The latter is 94 percent Latino.

sixth (78%) and eighth (76%) graders agree, while only 58 percent of seventh graders agree. Eighth graders are the most likely to strongly agree that their teachers make positive differences in their lives.

In summary, a majority of the students surveyed are satisfied with their school climate. The differences between responses are small. Private school students consistently claim a slightly higher level of satisfaction than the other students. Latino students and multilingual program participants usually indicate the same or higher level of satisfaction with their education than other categories of respondents at these schools.

Organizational Order (Table 4)

Questions concerning organizational order in the school received very mixed responses. Answers are rarely uniform for any category of students. The subject of fighting prompted widely varying answers. Over half of public attendance-zone school students agree that fighting is a problem in their schools, while 35 percent of multilingual school students agree (item 1). One quarter of the private school students answered similarly. In the multilingual schools, sixth graders (42%) are more likely to agree than seventh (38%) and eighth (26%) graders. Half of Latino students and almost two-thirds of African American students (62%) in public attendance-zone schools feel fighting is a problem. Seventy percent of sixth graders in these schools agree, compared to 53 percent of seventh graders and 40 percent of eighth graders. In private schools, sixth graders (32%) are the most likely and eighth graders (14%) are the least likely to agree. Thus fighting seems to be a greater problem with younger students, especially at public attendance-zone schools.

Students also disagree on how often their principals visit their classrooms. Ninety-five percent of private school students indicate that they have seen their principals in their classrooms (item 2). Eighty-two percent of multilingual school students and 62 percent of public attendance-zone school students remember their principals visiting. More Latino students (84%) than African American students (68%) in multilingual schools say their principals have visited their classes. In attendance-zone public schools, slightly more African American students (71%) than Latino students (55%) remember their principal visiting. Almost all sixth (99%) and eighth (98%)

graders in private schools say they have seen their principals, and slightly fewer seventh graders (89%) agree.

Among the three types of schools, there is very little difference between the students' opinions of their principals (item 3). Around four-fifths of students from each category of school believe their principals run their schools well. Among the students within the categories, there is more disagreement. In multilingual schools, 83 percent of sixth graders say their principals are doing well. Seventy-eight percent of eighth graders and 72 percent of seventh graders agree. Just over half of the sixth graders strongly agree that their principals do well. Four-fifths of Latino students agree, compared to two-thirds of African American students. Multilingual program participants (82%) are slightly more likely to agree than non-participants at those schools (71%). As in multilingual schools, four-fifths of Latino public attendance-zone school students agree, and two-thirds of African American students agree as well. More sixth (78%) and seventh (75%) graders in public schools agree that their principals run their schools well than eighth graders (67%). In private schools, sixth (84%) and eighth (87%) graders are more likely to agree than seventh graders (71%). Students attending Catholic private schools (82%) are slightly more likely to answer in agreement than students attending other types of private schools (72%).

There is very little agreement concerning the fairness of school rules. Sixty-one percent of multilingual school students interpret their rules to be fair. Almost as many private school students do also, with 56 percent agreement. In comparison, only 44 percent of public attendance-zone school students believe the same. A significant majority of Latino multilingual school students (64%) find their rules fair, while just over one-third of African American students (39%) feel similarly. Sixth graders (72%) in multilingual schools are considerably more likely to agree that their rules are fair than either seventh (54%) or eighth (56%) graders. The difference between students in the multilingual program and those who are not at the multilingual schools is not quite so significant. Slightly more participants (66%) than non-participants (54%) believe their rules are fair. In public attendance-zone schools, over half of Latino students (56%) agree and 20 percent strongly agree, compared to barely over one quarter of African American students (27%) who agree and 9 percent who strongly agree. Sixth graders (54%) are more likely than seventh (40%) or eighth (38%) graders to feel their rules make sense. In private schools, about

two-thirds of sixth graders (68%) support the survey statement, followed by 53 percent of eighth graders and 48 percent of seventh graders. Thus, as students approach adolescence regardless of the type of school they attend, they are more likely to challenge the existing system of order.

In summary, there is some disagreement on how well the schools are organized and run. Students' answers diverged in response to the question concerning violence in schools. Students at public attendance-zone schools and younger students in each type of school are most likely to feel that fighting is problem in their schools. Public attendance-zone students are also least likely to feel their schools' rules are fair. Students of different grade levels rarely responded alike to any of the questions, but there is no consistent pattern.

PARENTAL INVOLVEMENT (Table 5)

Almost all students surveyed responded that their parents expect them to get good grades in school (item 1). Between 95 and 96 percent of students from private, public attendance-zone, and multilingual schools say that their parents want them to succeed in school.

When asked whether their parents have met and spoken with their teachers, the students gave significantly different answers. Ninety-one percent of private school students answered affirmatively, while just over half of public and multilingual school students agree. In public schools, slightly more African American students (57%) agree or strongly agree that their parents have talked with their teachers than Latino students (47%). Fifty-eight percent of sixth graders, fifty-one percent of eighth graders, and forty-six percent of seventh graders agree. Significantly more sixth graders strongly agree than students of any other grade. Almost all students attending Catholic private schools (95%) say their parents have met their teachers, compared to 83 percent of students in other types of private schools.

In summary, most students indicate some level of parental involvement. Virtually all students at each type of school say their parents expect them to do well in school. Students attending private schools, especially those in Catholic schools, are more likely to answer that their parents and teachers have met than students in any other type of school. Approximately half of public attendance-zone students responded that their parents have met their teachers; they are

the least likely to indicate parental involvement .

VALUES

Students were asked which of six values are emphasized in the instructional programs in their schools by checking one of three boxes-- "Often," "Sometimes," or "Never"-- to indicate the frequency with which the items are discussed in their classes. The items and their designations are the following:

ITEM	VALUE ADDRESSED
Knowing right from wrong	Moral
Community pride	Social
Cultural/ethnic pride	Social
How to get along with people	Social
Family pride	Social
Religious beliefs	Spiritual
Knowing the importance of learning	Educational
Developing pride in yourself	Personal
Responsibilities of being a citizen	Civic
Living in a democracy	Civic

Moral Values

The item, "knowing right from wrong," addressed moral values, and a significant difference emerged between the responses of private and public school students on this item. More than five-eighths (67%) of private school students, compared with almost three-fifths of multilingual (56%) and attendance-zone school students (58%), reported that moral values are

discussed often in their classes. Roughly five-eighths (62%) of sixth grade students, slightly more than one-half (55%) of seventh grade, and almost three-fifths (58%) of eighth grade students indicated that moral values receive emphasis in their classes. When ethnic groups were compared for this item, student responses were also quite similar. The majority of students across all ethnic groups (58% of Latinos, 61% of African Americans, 67% of Anglos, and 58% of students who described themselves as Other) said that moral values are often discussed in their classes. Likewise, more than half (55%) of male students and slightly less than five-eighths (62%) of female students reported that moral values are often discussed in their classes. When the responses of Catholic and non-Catholic private school students were compared, there were no significant differences between their responses regarding the frequency with which moral values are discussed in their classes. Roughly four-sixths of both groups (67% of Catholic school students and 69% of non-Catholic school students) said that moral values are discussed often in their classes. Likewise, there were virtually no differences between multilingual and attendance-zone student responses regarding the frequency with which moral values are discussed in their classes. Slightly more than half of both groups (56% of multilingual and 58% of attendance-zone students) said that moral values are often discussed in their classes.

In summary, virtually no differences were found in student responses with regard to moral values when comparisons were made by grade level, ethnicity or gender. Nor were significant differences found when comparisons were made between Catholic and non-Catholic school students or between multilingual and attendance-zone school students. However, significant differences were found between students' responses when public and private schools were compared. It would appear that moral values are more likely to receive emphasis in private school classes than in public schools.

Social Values

The data for social values were provided by four items-- "community pride," "cultural/ethnic pride," "getting along with people" and "family pride." When students were asked about the instructional emphasis placed on social values, the majority of them said that getting along with people is stressed more than the other three social value indices. The majority

(51%) of private school students said that getting along with people is discussed often in their classes. Slightly more than one-fourth (26%) of all private school students indicated that community pride is often discussed, roughly three-eighths (37%) indicated that cultural/ethnic pride is discussed, and slightly more than three-eighths (41%) of private school students reported that family pride is discussed often in their classes. Similarly, almost half (46%) of multilingual school students reported that getting along with people is discussed more in their classes. Cultural/ethnic pride was reported as receiving the next emphasis in their classes (40%), followed by family pride (36%) and community pride (21%). The responses of attendance-zone school students were similar to those of both private school students and multilingual school students. Half of these students said that getting along with people is frequently discussed in their classes, slightly less than half (48%) said that family pride is discussed often, and almost three-eighths (36%) said that cultural/ethnic pride is often discussed in their classes. Consistent with the responses from the multilingual school students, community pride was reported as being discussed less in the classrooms than the other three, with one-fourth of these students indicating that as being the case. Slightly more than half (52%) of sixth grade students and slightly less than half (49%) of eighth grade students reported that the social value of getting along with others is emphasized in their classes. More than two-fifths (44%) of seventh grade students said that this value receives emphasis. When all student responses were compared by ethnicity, roughly half of all groups (51% of African American students, 55% of Anglo students, 48% of Latino students, and 46% of Other students) reported that getting along with others receives emphasis in their classes. Little difference was found between student responses with respect to the frequency with which social values are discussed in their classes when the responses of male and female students were compared.

On the other hand, a comparison of Catholic with non-Catholic private school students revealed great disparities in their responses. One-third (33%) of Catholic school students indicated that community pride is often discussed in their classrooms, compared with one-tenth (10%) of non-Catholic private school students. Similarly, less than half (43%) of Catholic school students and slightly more than one-fourth (26%) of non-Catholic private school students said that cultural/ethnic pride is discussed in their classrooms. More than half (57%) of Catholic

school students responded that getting along with people is discussed often in their classes, compared with roughly three-eighths (38%) of non-Catholic private school students. Almost one-half (47%) of Catholic school students compared with slightly more than one-fourth (28%) of non-Catholic private school students said that family pride is often discussed in their classrooms. There was not much difference between the responses of students who are enrolled in multilingual schools and those who are enrolled in public attendance-zone schools. Approximately one-fourth of both groups (21% of multilingual and 25% of attendance-zone students) indicated that community pride is discussed often in their classes. Further, more than one third (40% and 36% respectively) of both groups reported that cultural/ethnic pride is discussed often, and approximately half of both groups (46% of multilingual and 50% of attendance-zone school students) reported that getting along with people is often discussed. More than one-third (36%) of multilingual school students and almost one-half (48%) of attendance-zone school students reported that family pride is discussed often in their classes.

In summary, there was not much difference in student responses with respect to social values. Students from private, multilingual and attendance-zone schools said that getting along with others is discussed more often in their classes than the other three items that address social values. Likewise, students from all three types of schools said that cultural/ethnic pride is discussed least of all of the social value indices. However it is noteworthy that when Catholic and non-Catholic student responses were compared, their responses were divergent on all social values indices.

Spiritual Values

More than three-fourths (78%) of all private school students indicated that spiritual values receive emphasis in their classes. Spiritual values were reported as being discussed very little in multilingual and attendance-zone schools. Slightly more than one-eighth (16%) of multilingual school students reported that religion is included in class discussions, and almost one-fourth (24%) of attendance-zone students reported that religion is discussed in their classes. When student responses were compared by grade level, there were no significant differences. Slightly more than one-fourth of sixth and eighth graders (29% and 28% respectively) and slightly

less than one-third (31%) of seventh graders said that religious beliefs are a part of class discussions. There were few differences between ethnic groups in their responses to the question about the emphasis of religious beliefs in their classes. Less than one-third of Latino and African American students (29% and 30% respectively) indicated that religious beliefs are discussed often in their classes, compared with more than one-third of both Anglo students (43%) and students who describe themselves as Other (34%). Similarly, few differences were found between student responses when comparisons were made between male and female students. Approximately one-third of both male (31%) and female (28%) students indicated that religious beliefs are discussed often in their classes. As with social values, there was a significant difference between the responses of Catholic and non-Catholic students. Almost seven-eighths (83%) of Catholic school students said that religious beliefs are often a part of class discussions, compared with two-thirds (66%) of non-Catholic private school students. On the other hand, there was little difference in the responses of multilingual and attendance-zone students regarding the frequency with which religious beliefs are discussed in their classes. Less than one-fourth of both groups (16% and 24% respectively) indicated that religion is a part of class discussion.

In summary, private school students consistently indicated that spiritual values are emphasized in their schools while public school students said overwhelmingly that this value does not receive much emphasis in their classes. Interestingly, however, more Catholic private school students said that spiritual values receive emphasis in their classes than did non-Catholic private school students.

Educational Values

There were no differences in the responses of private, multilingual and attendance-zone school students in their responses relative to the frequency with which the importance of learning is discussed in their classes. Almost three-fourths (70%) of all three groups said that the importance of learning is emphasized in their classes. Likewise, there was no difference in the students' responses to this item when grade levels were compared. Seventy percent of all three groups reported that the importance of learning is discussed often in their classes. When responses were compared by ethnicity, slightly less than three-fourths of Latino (72%) and Anglo

(74%) students said that educational values are discussed in their classes. Slightly more than two-thirds (68%) of African American students and slightly less than five-eighths (59%) of students who describe themselves as Other said they are discussed often. Likewise, little difference was found in the responses of male and female students. Almost two-thirds (65%) of males and almost three-fourths (74%) of female students said that the importance of learning is discussed often in their classes. There were virtually no differences between Catholic and non-Catholic private school students relative to educational values. Almost three-fourths (71%) of Catholic school students and more than five-eighths (68%) of non-Catholic school students indicated that educational values are emphasized in their schools. Similarly, there was no difference between the responses of multilingual and attendance-zone students with respect to the frequency with which the importance of learning is discussed in their classes.

In summary, students were in total agreement that the importance of learning is stressed in their schools. There were virtually no differences in their responses on this item.

Personal Values

There were few differences in the responses of students in the three types of schools with respect to the frequency with which developing pride in yourself is discussed in their classes. Almost half of private school (47%), multilingual (48%) and public attendance-zone (53%) students responded that developing pride in yourself is often discussed in their classes. Approximately half of sixth grade students (51%) and eighth grade students (48%) reported that developing pride in yourself is a part of class discussions. Similarly, there was little difference in student responses when ethnic groups were compared. Slightly less than half of Latino (48%), Anglo (48%) and Other (47%) students indicated that developing pride in yourself is discussed often in their classes while slightly more than half (51%) of African American students indicated that as being the case. When the responses of male and female students were compared, there was virtually no difference in their responses. Slightly less than half (48%) of male students said that developing pride in yourself is discussed in their classes, while half of female students said that personal values are discussed often in their classes. Surprisingly, there was dissimilarity between the responses of Catholic and non-Catholic school students on this item. More than half

(53%) of Catholic school students compared with one-third (33%) of non-Catholic school students indicated that developing self pride is a part of class discussions. The differences in the responses of multilingual and attendance-zone students were not significant. Slightly less than half (48%) of multilingual students said that developing self pride is discussed often in their classes, while slightly more than half (53%) of attendance-zone school students said this personal value receives emphasis in their classes.

In summary, students were in agreement as to the emphasis of personal values in their schools except among private school students. Catholic school students said that personal values are discussed more often in their classes than did non-Catholic private school students.

Civic Values

Two items were employed to obtain data about civic values-- "responsibilities of being a citizen" and "living in a democracy." Between these two items, private school students reported that responsibilities of citizenship are emphasized slightly more than living in a democracy. More than one-third (40%) of students indicated that the former receives emphasis, while slightly less than one-third (31%) indicated that the latter is emphasized more. Likewise, multilingual and attendance-zone school students indicated that responsibilities of citizenship are discussed more often than living in a democracy. Slightly more than one-third (38%) of multilingual school students indicated that responsibilities of being a citizen are discussed often in their classes compared with less than one-half (41%) of attendance-zone school students. Less than one-fourth of the public school students (19% of multilingual school students and 24% of attendance-zone school students) reported that living in a democracy is often discussed in their classes. There was virtually no difference in student responses when grade levels were compared, and these responses were consistent with the findings by school type. More than one-third of sixth, seventh and eighth grade students (41%, 38%, and 41% respectively) reported that the responsible citizenship is discussed often in their classes, while less than one-fourth of students in these three groups (26%, 22%, 21% respectively) indicated that living in a democracy is often discussed. A comparison of the responses of male and female students yielded similar results. More than one-third of both male and female student respondents (39% and 40% respectively)

indicated that the responsibilities of citizenship are discussed often in their classes compared with less than one-fourth of the respondents in the two groups (24% and 23% respectively) reporting that living in a democracy is discussed often in their classes. When the responses of Catholic and non-Catholic school students were compared, there was virtually no difference in their responses with respect to civic values. Approximately one-third of both groups (43% of Catholic school students and 32% of non-Catholic private school students) said that the responsibilities of being a citizen are discussed often in their classes, and both groups (31% and 30% respectively) reported that living in a democracy is discussed often in their classes. Likewise, there were few differences in the responses of multilingual and attendance-zone school students with respect to civic values. Slightly more than one-third of students in both groups (38% and 41% respectively) said that responsibilities of citizenship are discussed often in their classes compared with less than one-fourth of both groups (19% and 24% respectively) reporting that living in a democracy is often discussed in their classes.

In summary, there was little difference in the responses of students with respect to civic values. Students overwhelmingly agreed that the value of responsible citizenship is emphasized more in their classes than that of living in a democracy.

Summary

Figures 1 and 2 summarize the significant findings from the students' responses to the values items on the questionnaire. The greatest disparity occurred between the responses of public and private school students with respect to religious values (Figure 1). Despite differences found between the responses of private and public school students on the items about moral and spiritual values, there are more similarities than differences between these two groups of students. It is clear that private schools emphasize both religious and educational values, and public schools emphasize educational values. Likewise, Catholic and non-Catholic private school students were quite similar, although they differed in their responses to the items that addressed social, personal and religious values (Figure 2). Multilingual and attendance-zone public school students were also strikingly similar. These findings suggest that when grade level, ethnicity, gender, and type of school are considered, there are more similarities than differences between the values that the

students identified as receiving emphasis in their schools. The overarching inference is that the belief that vast differences exist between the values emphasized in public and private schools may be a myth.

TABLE 1: RIGOROUS CURRICULUM

	Private (n=330)				Public (n=585)				Multilingual (n=932)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
My school gives students a good education.	36	56	2	1	25	56	6	4	36	53	3	2
Teachers expect students to do their best all the time.	58	31	6	2	54	35	6	2	50	37	6	3
My classes are pretty easy.	7	41	32	14	12	40	32	9	12	41	32	10
My teachers assign a lot of homework.	25	39	30	2	12	22	48	13	16	33	38	9
My teachers usually tell me how to correct mistakes in my work.	32	53	9	4	26	52	13	5	20	59	12	5
Students in my school usually do their homework.	11	52	20	9	8	34	29	15	10	46	22	12

KEY: SA=Strongly Agree SD=Strongly Disagree
A=Agree D=Disagree

TABLE 2: PEDAGOGY INVOLVING CONTROVERSIAL ISSUES

	Private (n=330)				Public (n=585)				Multilingual (n=932)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
My teachers encourage students to express their views in class.	30	43	13	4	22	45	15	6	21	49	15	6
I feel I can disagree with the opinions of other students in class discussions.	30	46	12	6	22	44	16	7	24	49	14	5
We often argue about ideas in class.	15	33	34	13	20	33	29	10	13	38	33	9

KEY: SA=Strongly Agree SD=Strongly Disagree
A=Agree D=Disagree

TABLE 3: CLIMATE

	Private (n=330)				Public (n=585)				Multilingual (n=932)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
I like most of the students at my school.	25	60	9	2	17	51	17	7	18	60	13	4
Many teachers at my school don't care about the students.	3	5	25	61	7	13	34	39	4	10	33	44
I like my teachers.	35	47	8	5	26	44	11	8	22	50	13	6
Most of the work I do is interesting.	21	41	23	10	21	44	21	9	16	46	22	9
My teachers are willing to help me when I have a problem.	51	38	4	3	43	42	7	4	34	47	7	5
My teachers have made a positive difference in my life.	28	43	13	8	20	40	17	10	20	46	14	9

KEY: SA=Strongly Agree SD=Strongly Disagree
A=Agree D=Disagree

TABLE 4: ORGANIZATIONAL ORDER

	Private (n=330)				Public (n=585)				Multilingual (n=932)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
Fighting is a problem at my school.	8	16	42	23	27	29	25	9	10	25	41	12
The principal has visited my classroom.	59	36	2	2	22	40	21	8	36	46	8	4
Our principal does a good job of running the school.	39	41	6	9	40	33	9	9	41	36	8	7
The school rules are fair.	19	37	19	18	16	28	21	30	23	38	18	16

KEY: SA=Strongly Agree SD=Strongly Disagree
A=Agree D=Disagree

TABLE 5: PARENTAL INVOLVEMENT

	Private (n=330)				Public (n=585)				Multilingual (n=932)			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
My parents expect me to get good grades in school.	76	20	2	0	71	24	2	2	69	26	3	1
My parents have met and talked with my teacher.	52	39	4	2	22	29	25	15	21	38	21	12

KEY: SA=Strongly Agree SD=Strongly Disagree
A=Agree D=Disagree

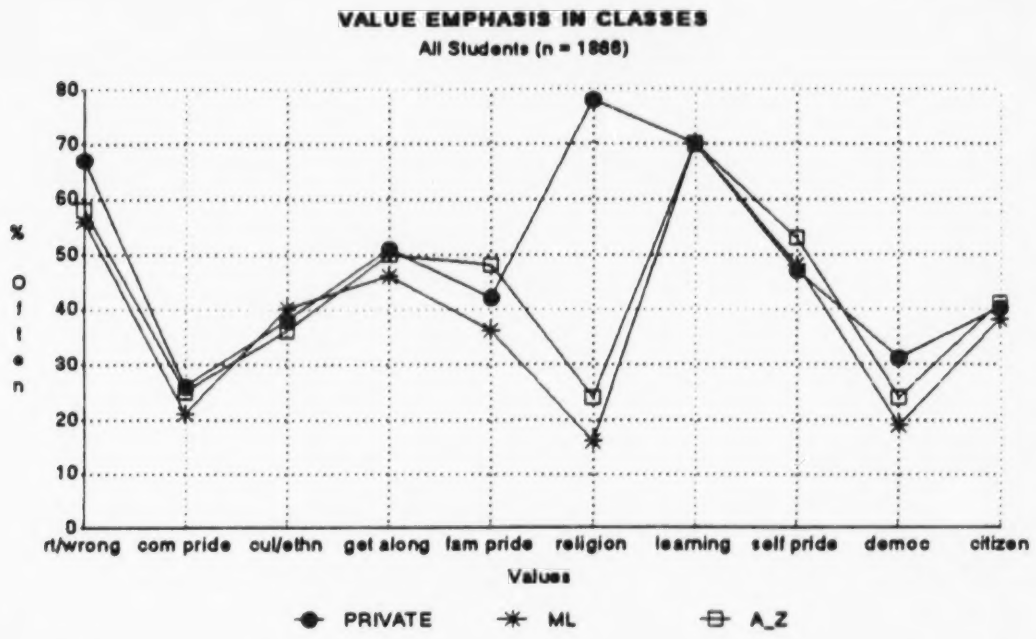

Figure 1

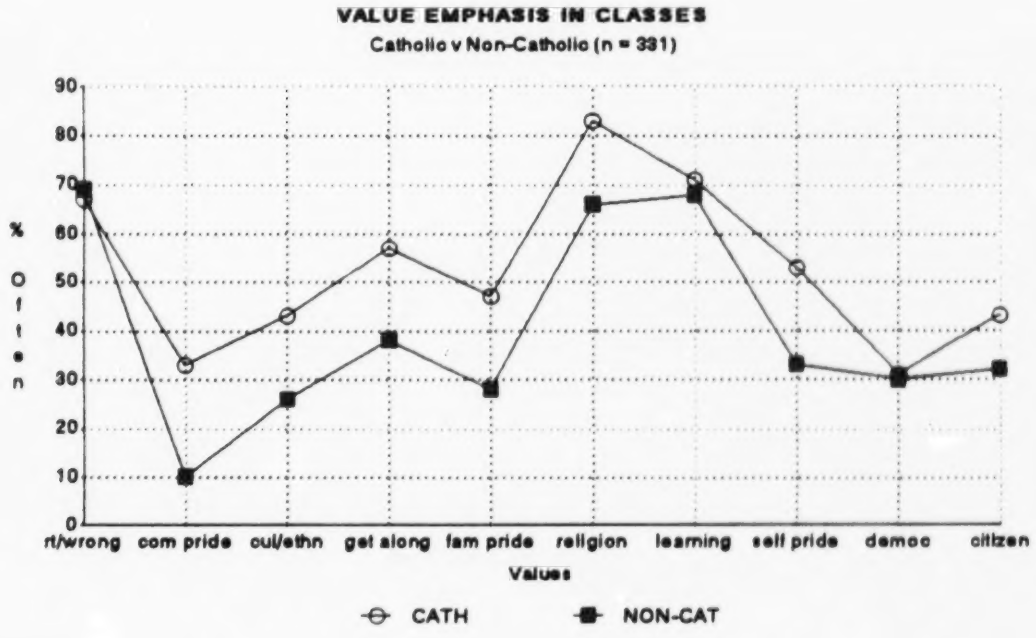

Figure 2

APPENDIX A

Enrolled Student Survey Administration and Response Rates*

Students	Number of Schools	Number of Enrolled Students**	Number of Completed Questionnaires	Response Rate
Private Schools				
Catholic	3	318	237	75%
Baptist	1	50	42	84%
Christian	1	76	54	71%
Public Schools				
Multilingual	2	1893	952	50%
Attendance-Zone	2	1103	586	53%
Total	9	3440	1871	54%

*The survey was administered by the researchers to students in grades 6-8 at all schools. Only students who returned a signed parental permission form were eligible to complete the survey. To boost response rates, incentives in the form of candy bars were awarded to students who returned parental permission slips, regardless of whether parents approved their child's completing the instrument or not.

**Only students in grades 6-8 were surveyed.

Student Questionnaire
(Grades 6 - 8)

For each statement, please check the box to show if you **Strongly Agree, Agree, Disagree, Strongly Disagree, or Don't Know.**

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1.	My school gives students a good education.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
2.	I like most of the students at my school.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
3.	Fighting is a problem at my school.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
4.	In my school, teachers expect students to do their best all the time.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
5.	My teachers encourage students to express their views in class.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
6.	My classes are pretty easy.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
7.	Many teachers at my school don't care about the students.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
8.	I like my teachers.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
9.	My teachers assign a lot of homework.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
10.	My teachers usually tell me how to correct the mistakes in my work.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
11.	I feel I can disagree with the opinions of other students in class discussions.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
12.	Students in my school usually do their homework.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
13.	Most of the work I do in school is interesting.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
14.	My teachers are willing to help me when I have a problem.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
15.	The principal has visited my classroom.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
16.	We often argue about ideas in class.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
17.	My parent expect me to get good grades in school.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
18.	Our principal does a good job of running the school.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8
19.	The school rules are fair.	❑ 4	❑ 3	❑ 2	❑ 1	❑ 8

(PLEASE COMPLETE REVERSE SIDE)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
20. My parents have met and talked with my teacher.	❑4	❑3	❑2	❑1	❑8
21. My teachers have made a positive difference in my life.	❑4	❑3	❑2	❑1	❑8

Please check the box to show how often each of the following is discussed in your classes:

	Often	Sometimes	Never
Community pride	❑3	❑2	❑1
Knowing right from wrong	❑3	❑2	❑1
Responsibilities of being a citizen	❑3	❑2	❑1
Cultural/ethnic pride	❑3	❑2	❑1
Religious beliefs	❑3	❑2	❑1
Knowing the importance of learning	❑3	❑2	❑1
How to get along with people	❑3	❑2	❑1
Developing pride in yourself	❑3	❑2	❑1
Living in a democracy	❑3	❑2	❑1
Family pride	❑3	❑2	❑1

What is the **one thing** you like **best** about your school? _____

Please circle the items that describe yourself:

I am enrolled in the Multilingual Program. ❑1yes ❑2no

I am a ❑1boy ❑2girl

I am in grade ❑1sixth ❑2seventh ❑3eighth

I am ❑1Hispanic ❑2African-American ❑3Anglo ❑4Other